<div align="center">**Pupil Premium Grant (PPG): Purpose, Organisation and Impact**</div>

**Purpose**

This is an amount of money provided to schools in England by the government which is additional funding to raise the attainment of disadvantaged pupils. The purpose is to close the gap between them and their peers.

| 1. Summary information | | | | | |
|---|---|---|---|---|---|
| **School** | Addington School | | | **Type of SEN (e.g. PMLD/SLD/MLD etc.)** | SLD/PMLD/MLD |
| **Academic Year** | 2016/ 2017 | **Total PP budget** | £59,221 | **Date of most recent PP Review** | |
| **Total number of pupils** | 204 | **Number of pupils eligible for PP** | 46 | **Date for next internal review of this strategy** | |

| 2. Attainment 2015-2016 | | |
|---|---|---|
| | *Pupils eligible for PP (your school)* | *Pupils not eligible for PP* |
| **% making progress in one or more aspects of Literacy; i.e. Listening, Speaking, Speaking and Literacy, Reading and Writing** | **67** | 65 |

## 3. Barriers to Educational Achievement faced by students at Addington – those eligible for PP and those not eligible for PP

The context at Addington differs from that of mainstream schools in that, in addition to any financial deprivation affecting pupils, all pupils at the school have learning difficulties as identified by their individual Statement of Educational Need (or Education, Health and Care plans).  The learning difficulties range from severe to profound and multiple. Addington caters for the needs of students a wide range of conditions including:

- Autistic Spectrum Conditions
- Down Syndrome
- William's Syndrome
- Epilepsy
- Attention Deficit Disorder
- Rett Syndrome
- Sensory Impairments
- Communication Difficulties
- Challenging behaviour as a result of their primary learning difficulty
- Global Learning Delay

This list is not exhaustive; additionally, co-morbidity of conditions and syndromes is common amongst our students. This leads to increased complexity in relation to their special educational needs. Thus, the **primary** barriers to educational achievement and attainment for our students are their particular learning difficulty/difficulties, rather than socio-economic factors. All of our students are considered disadvantaged.

**<u>Overcoming Barriers to Educational Achievement</u>**
From 2016, in order to overcome the barriers to educational achievement, the decision was taken to focus, in the main, on the following areas:

- Developing communication skills – essential to learning, play and social interaction
- Raising reading levels – an essential life skill
- Reducing anxiety – anxiety can, in itself, hamper learning.

However, as we believe in a personalised approach to the learning of our students, there are specifically tailored programmes in place for individuals. For example if a student shows a particular aptitude in one area, a strategy will be devised to develop their skills. This may often involve collaboration with nearby mainstream schools. This is a process which is being undertaken this year with a student who is eligible for the PPG and shows strengths in Maths.

|  | Desired outcomes and how they will be measured | *Provision* | | *Success criteria* |
|---|---|---|---|---|
| **A.** | Improved expressive and receptive skills amongst students. The communication skills of students will be assessed using quantitative and qualitative data. | Speech & Language Support, 1.5 days per week | £10, 842 | 1. Progress against P Levels and Addington attainment levels : <br>**Under 5s** – EYFS & P Levels <br>**KS1&2:** <br>   • *PF – P1 to P3: ½ P scale every two years <br>   • *SF – P4 to P8: 1 P scale every 2 years <br>   • *F – Addington Levels – 1 level each year <br>**KS3:** <br>   • PF – P1 to P3 Bespoke EHCP Outcomes/Engagement/Communication <br>   • SF – P4 to P8:  2 P levels over KS3 <br>   • F – Addington Levels – 2 levels over KS3 <br>**KS4:** <br>   • PF – P1 to P3 Bespoke EHCP Outcomes/Engagement/Communication <br>   • SF P4 to 1A: 1 P Level over KS4 <br>   • F – Addington Levels – 2 levels over KS4 |
| | Improved attention to communication through use of Autism support methods using a range of strategies and interventions. Measurement will be individual reported in the form of rich data about the steps of progress made. | ASD Access Support, 1 day per week | £4,614 | |
| | Improved ability to communicate using augmentative and alternative communication methods (AAC). Measurement will be individual and reported in the form of rich data about the steps of progress made. | Access Support, 1 day per week | £ 5,427 | 2. Pupils will be able to attend, communicate and engage more effectively with others. <br><br>3. Pupils will extend their ability to engage in two way reciprocal communication |
| **B.** | Improved reading and comprehension skills. Reading age and comprehension progress will be measured on an individual basis depending on the ability of the pupil and the reading and comprehension strategy employed. Reading and comprehension levels will be assessed using: <br>   • The new Salford Sentence Reading Test where appropriate | Literacy Co-ordinator, 1.5 days per week <br><br>Literacy Assistant, 3 days per week | £16,564 <br><br><br><br><br>£13,393 | 1. Progress against P Levels and Addington attainment levels: <br>**Under 5s** – EYFS & P Levels <br>**KS1&2:** <br>   • PF – P1 to P3: ½ P scale every two years <br>   • SF – P4 to P8: 1 P scale every 2 years <br>   • F – Addington Levels – 1 level each year |

| | | | | |
|---|---|---|---|---|
| | <ul><li>Progress against reading levels in Catch Up</li><li>Progress against reading levels in Rapid Reading and Rapid Plus</li><li>Rapid Phonics level attainment</li><li>Levels of attainment in Tracks Literacy</li></ul> | | | **KS3:**<ul><li>PF – P1 to P3 Bespoke EHCP Outcomes/Engagement/Communication</li><li>SF – P4 to P8: 2 P levels over KS3</li><li>F – Addington Levels – 2 levels over KS3</li></ul>**KS4:**<ul><li>PF – P1 to P3 Bespoke EHCP Outcomes/Engagement/Communication</li><li>SF P4 to 1A: 1 P Level over KS4</li><li>F – Addington Levels – 2 levels over KS4</li></ul>2. Positive feedback from teaching staff regarding engagement in the process of reading and understanding written material. |
| **C.** | Reduction of Anxiety Levels leading to increased engagement in learning. | Nurture and Behaviour Support, 4 days per week<br><br>Yoga, 1 day per week | £12,074<br><br>£ 7,800 | 1. Progress against P Levels and Addington attainment levels:<br>**Under 5s** – EYFS & P Levels<br>**KS1&2:**<ul><li>PF – P1 to P3: ½ P scale every two years</li><li>SF – P4 to P8: 1 P scale every 2 years</li><li>F – Addington Levels – 1 level each year</li></ul>**KS3:**<ul><li>PF – P1 to P3 Bespoke EHCP Outcomes/Engagement/Communication</li><li>SF – P4 to P8: 2 P levels over KS3</li><li>F – Addington Levels – 2 levels over KS3</li></ul>**KS4:**<ul><li>PF – P1 to P3 Bespoke EHCP Outcomes/Engagement/Communication</li><li>SF P4 to 1A: 1 P Level over KS4</li><li>F – Addington Levels – 2 levels over KS4</li></ul>2. Reduction of incident reports |
| | Total expenditure in excess of | | £70,714 | |
| | Delegated Pupil Premium Grant | | £59,221 | |

*Key PF stands for pre-formal (PMLD), SF stands for semi-formal (SLD) and F stands for formal (MLD)

**Impact on students not eligible for PPG (TILT)**

Addington school provides considerable extra funding on initiatives in this area for students ineligible for pupil premium, but in need of support over and above the individualised classroom teaching in Literacy. We believe that the strategies that are supporting the development of those eligible for PPG should be used for the benefit of those who are not eligible, but who are deemed to be in need of extra support. Accordingly, the school funds this separately.  Thus all the work of the school is tilted towards the disadvantaged learners.

**Organisation of Delivery**

In terms of delivery, the aim is to have familiar class adults to be trained to work with students on their literacy interventions. It is important that the Literacy interventions are delivered without impacting the learning of all students; thus, some of the PPG funds additional support staff in classes. In this way, the interventions set up for PPG students are having a broader impact school-wide for our disadvantaged learners. Delivery of interventions is tracked so that students receive the programme as deemed appropriate for their specific needs; and to ensure that progress is being made. The expenditure on each student is monitored; and provides definitive evidence that we are spending over and above the PPG in order to meet the needs of our students.

Work undertaken by ASD, Access, Behaviour, Nurture, Speech and Language and Yoga staff varies according to the identified needs and personalised programme of each individual. Where appropriate an individual might participate in a session with a specialist supported by a class adult so that skills developed can be transferred into the classroom context. Alternatively, when focusing on social skills development, nurture or behaviour staff might work with a particular target group of students. Another option might be for the specialist adult to visit the class and work alongside the disadvantaged learner to support their skills development in a familiar environment.

**Strategies and Interventions to target main areas for disadvantaged learners**

| **Communication** | **Reading** | **Reducing Anxiety and developing well-being** |
|---|---|---|
| SERTS (Social Communication, Emotional Regulation and Transactional Support) | Jolly Phonics | Nurture – groups and individual sessions |
| PECs | Rapid Phonics | Aromatherapy |
| Speech and Language | Rapid Reading | Horticulture |
| Communication and attention skills | Rapid Plus (*subject matter more suitable for older students*) | OT based games |
| Eye Gaze | Rapid Writing | Social skills groups |
| ICT access | Toe by Toe | ASD support |
| Communication boards | Comprehension Development | Counselling |
| Sound Beam | | Art Therapy |
| PODD (Pragmatic Organisation Dynamic Display) | | Music Therapy |
| | | Instrument lessons |
| | | Sensory Circuits |
| | | Rhythm group |
| | | Music Production |
| | | Pets As Therapy – PAT dog visits |
| | | Yoga |

Additionally, where students are more able, but also disadvantaged, opportunities for developing strengths are sought. For example, students may join lessons at local schools where appropriate. The support for this approach comes from Pupil Premium funding.

**Monitoring of progress and attainment**

The tracking of attainment is accomplished in two ways; i.e., we collect qualitative and quantitative data. In our context, this is essential. Our students might be making progress in their literacy development, but it may be the kind of progress which cannot be captured by levels; yet, this progress still needs to be acknowledged and celebrated. Qualitative data, in the form of case studies regarding individual achievements is compiled for this purpose; examples of these may be seen in the section below. The quantitative data demonstrates progress against Addington Levels. Progress of students is tracked throughout the year, and reported upon annually.

An important point to note is that the new National Curriculum has moved away from levels. In order to measure progress, we have devised our own Addington Levels which are tailored more specifically for our context. This means that a direct comparison between levels awarded last year, and those of this year does not give an absolutely accurate picture, as our new levels are slightly more challenging.  However, over the course of the year, the attainment of all Pupil Premium eligible students was tracked on a termly basis. The purpose of the monitoring on a termly basis is to identify issues with interventions which can then be addressed with immediacy. Progress of students in receipt of pupil premium is compared with that of their peers at the end of the year. Due to the provision of interventions to a broader range of students, any comparison is not exactly clear cut. Despite this, we do need to demonstrate that we are using the grant in order to close any gap between PPG students and their peers.

**Qualitative Data – sample case studies reflecting achievements and progress**

*1. Student F* uses PECS (Picture Exchange Communication System) to support her communication. At the beginning of the year she was able to select a symbol from a choice of 5, on the front of the PECS folder and exchange it with an adult across the table. Student F is now able to make reliable choices from a greater number of symbols placed on and inside the folder. She is also able spontaneously to travel short distances to find an adult to exchange a symbol for desired item. This is happening within sessions and class. She is currently working towards using a sentence strip for 'I want + toy'. Student F needs support to place the symbol on the strip but she is able to travel, exchange and point to the symbols independently to make her request.  Student F is becoming more vocal and we are working towards developing this through the Intensive Interaction intervention and playing with sounds, which has proved motivational for this student.

**2. Student J**: In September 2015, this student was using communication boards to support spoken language. Over the course of the academic year, he has developed his speech so that he can spontaneously make requests and comments.

We have been working on his language structure using the visual support systems 'Colourful Semantics'. He uses this to construct SVO sentences (subject- verb- object). Student J has made good progress, and has been able to move on to using 'Shape Coding'. Shape Coding is another visual system that develops sentence structure, grammar and promotes the extension of sentences. In structured situations, he is now able to construct sentences e.g. "The boy is jumping on the trampoline in the garden," using a 'Shape Coding' strip as a visual prompt. Student J's comprehension has also increased and he is now able to follow 4 Key Word Level instructions consistently.

**3. Student P**: At the beginning of the year this student had a new Voice Output Communication Aid (VOCA) and PODD communication book. Until September 2015, she had relied on the use of basic Makaton signing to support her speech. This which limited her ability to communicate at times, particularly when engaging with people who did not understand Makaton.

Student P has learnt to use both her VOCA and communication book to support her talking. She now knows the location of most high frequency words in both her book and VOCA. She is starting to build sentences using her VOCA and is using it to initiate conversations by asking questions e.g. "What do weekend?" Student P is now spontaneously using a 'total communication approach' and will use a variety of Makaton signing, speech, VOCA and her book depending on the situation and the need.

**Impact of PPG measured quantitatively**

In the academic year 2015-2016, 67% of students in receipt of pupil premium and 65% of students not in receipt of pupil premium made progress in one or more aspects of literacy. This was excellent as, despite the changing cohort of the school which now comprises many students with complex needs, our students continue to make progress in Communication and Reading. Moreover, it is evident that there is no achievement gap between those who are financially disadvantaged, and those who are not disadvantaged. Pupil premium is thus being used to good effect within the school.

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